A study of 235,779 students found that despite nationwide school closures due to the COVID-19 pandemic, those students who had used DreamBox Reading Plus achieved statistically significant reading proficiency gains on par with prior-year results. In addition, students who completed the recommended amounts of instruction achieved significantly larger gains than their peers who completed little or no Reading Plus instruction. These gains were achieved despite many students having to abruptly shift to remote learning in mid-spring.

**Summary of findings:** across all tier groups, Reading Plus students achieved significantly larger reading proficiency gains.
Proficiency Growth by Reading Proficiency Tier

More intensive use of Reading Plus is recommended for students who are reading below grade level and need to catch up with their peers. Figures 1-3 show reading proficiency growth achieved by students who started the school year at or above grade level (Tier 1), below grade level (Tier 2), or well below grade level (Tier 3).

**Figure 1.** Reading proficiency gains (+/- SEM) achieved by elementary school students. Three levels of Reading Plus use are shown for each tier group: Tier 1 (at/above grade level), no use, recommended use (20 hours), and high use (40+ hours); Tier 2 (1-2 levels below grade level), no use, half of recommended use (20 hours), and recommended use (40+ hours); Tier 3 (3+ levels below grade level), no use, half of recommended use (30 hours), and recommended use (60+ hours). Students who completed the recommended amount of Reading Plus practice achieved large reading proficiency gains in all tier groups (Tier 1, 0.8 grade levels, \( p < .001, d = .34 \); Tier 2, 2.1 grade levels, \( p < .001, d = 1.34 \); Tier 3, 2.5 grade levels, \( p < .001, d = 1.50 \)). These gains were significantly larger than those of their peers who did not use Reading Plus (Tier 1, \( p < .01, d = .23 \); Tier 2, \( p < .001, d = .69 \); Tier 3, \( p < .01, d = .91 \)).

**Figure 2.** Reading proficiency gains (+/- SEM) achieved by middle school students. Three levels of Reading Plus use are shown for each tier group: Tier 1 (at/above grade level), no use, recommended use (20 hours), and high use (40+ hours); Tier 2 (1-2 levels below grade level), no use, half of recommended use (20 hours), and recommended use (40+ hours); Tier 3 (3+ levels below grade level), no use, half of recommended use (20 hours), and recommended use (40+ hours); Tier 3 (3+ levels below grade level), no use, half of recommended use (30 hours), and recommended use (60+ hours). Middle school students who completed the recommended amount of Reading Plus practice achieved significant reading proficiency gains in all tier groups (Tier 1, 0.5 grade levels, \( p < .001, d = .35 \); Tier 2, 2.1 grade levels, \( p < .001, d = 1.20 \); Tier 3, 2.6 grade levels, \( p < .001, d = 1.33 \)). These gains were significantly larger than those of their peers who did not use Reading Plus (Tier 1, \( p < .001, d = .35 \); Tier 2, \( p < .001, d = .56 \); Tier 3, \( p < .001, d = .50 \)).

**Figure 3.** Reading proficiency gains (+/- SEM) achieved by high school students. Three levels of Reading Plus use are shown for each tier group: Tier 1 (at/above grade level), no use, recommended use (20 hours), and high use (40+ hours); Tier 2 (reading at a middle school grade level), no use, half of recommended use (20 hours), and recommended use (40+ hours); Tier 3 (reading at an elementary school grade level), no use, half of recommended use (30 hours), and recommended use (60+ hours). High school students who completed the recommended amount of Reading Plus practice achieved significant reading proficiency gains (Tier 1, 0.1 grade levels, \( p < .01, d = .07 \)); Tier 2, 1.6 grade levels, \( p < .001, d = .96 \); Tier 3, 3.1 grade levels, \( p < .001, d = 1.42 \)). These gains were significantly larger than those of their peers who did not use Reading Plus (Tier 1, \( p < .01, d = .17 \); Tier 2, \( p < .001, d = .48 \); Tier 3, \( p < .001, d = .67 \)).

**Summary:** Despite nationwide school closures due to the COVID-19 pandemic, students in all tier groups who engaged in the recommended amount of DreamBox Reading instruction over the course of the 2019-2020 school year achieved expected growth on par with prior year results. Reading Plus students significantly increased their capacity to comprehend increasingly complex texts. Students who completed more Reading Plus lessons achieved significantly larger gains than their peers who engaged in little or no Reading Plus lessons.

**Learn more at dreambox.com**

Explore DreamBox Math, Reading, and professional development solutions